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ABSTRACT

Presented in the first of a two volume series is a developmental physical education checklist which provides teachers of trainable mentally retarded students with a permanent and accountable record of pupil progress and needs. The checklist is intended to be used with the accompanying volume of curricular activities in a nongraded environment for children grouped by need and developmental level. Provided on forms for each of the seven curriculum areas are a definition, a description of task objectives for attaining specified goals, spaces for students' names, and block space spaces for performance dates of listed activities. Curriculum areas covered are given to be the physical self, locomotion, gross and fine motor coordination, balance, fitness, rhythmic performance, and relaxation. As an example of the presentation the fitness areas contains approximately 24 activities such as the long jump, softball throw, 50 yard dash, and forward roll to develop strength, agility, endurance, and flexibility. (MC)

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DEVELOPMENTAL PHYSICAL EDUCATION

VOL. 1—ACCOUNTABILITY



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DEVELOPMENTAL PHYSICAL EDUCATION

ACCOUNTABILITY

Volume I

by

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Teachers are now being held accountable for educational outcomes. This frightens many teachers because they may not know why, when or how to establish specific goals for all pupils.

If a developmental progression is followed, the WHEN becomes evident. The HOW is defined by the teacher and child. This developmental checklist provides the teacher with a permanent and accountable record of pupil progress and need. The major goal for each area is defined and the subtasks are listed in the checklist. This supplies the WHY. Definitions are offered as justification for each area which should lead to more purposeful planning and programming.

In Volume II, activities are listed for each curricular area and should supply adequate learning situations for the task selected. It should be remembered that each area is important and there should be a balance of type of activity offered. Each area will progress at a different rate, but is dependent on others. For example, rhythm is very important to coordination skills, and children need exposure to both areas to develop successfully. It is suggested that each area be used monthly, perhaps using a strong task to help build the weaker.

It is hoped that the time and effort saved in defining and sequencing goals will be of benefit to teachers. The teacher should not hesitate to add to and revise lists as necessary.

An added benefit of using a developmental approach is that lessons may be offered in a non-graded environment. Children are grouped as to need and developmental level. Age, size and grade become unimportant and physical development becomes a relevant goal to both student and teacher. With this checklist, children can be given the advantage of observing their physical skills growth. This will be a high level motivator.

When a teacher is able to define his goals (which are listed in each area), have complete records of skills growth (which is the checklist), and have adequate means for transmitting skills (which is the activities section), he will be able to prove his accountability.

DEFINITIONS

- I. PHYSICAL SELF. By physical self, we mean one's ability to define his own being; to define his own body's boundaries in relation to space.

- A. BODY AWARENESS: The ability to identify body parts on himself and others.

1. BODY PARTS: Identification.

GOAL: Develop an accurate self image.

- ☐ - "Satisfactory performance (date)"

- - Not complete

NAMES

Teeth - Self
Teeth - Others
Lips - Self
Lips - Others
Neck - Self
Neck - Others
Shoulders - Self
Shoulders - Other
Chest - Self
Chest - Others
Back - Self
Back - Others
Abdomen - Self
Abdomen - Others
Waist - Self
Waist - Others
Hips - Self
Hips - Others
Buttocks - Self
Buttocks - Others
Arms - Self
Arms - Others
Elbows - Self
Elbows - Others

This image shows a full page of blank graph paper. The grid consists of small, evenly spaced squares formed by thin black lines. There are no margins, text, or other markings on the page.

Wrists - Self
Wrists - Others
Hands - Self
Hands - Others
Palms - Self
Palms - Others
Fingers - Self
Fingers - Others
Fingernails - Self
Fingernails - Others
Thumbs - Self
Thumbs - Others
Legs - Self
Legs - Others
Knees - Self
Knees - Others
Ankles - Self
Ankles - Others
Feet - Self
Feet - Others
Toes - Self
Toes - Others
Soles - Self
Soles - Others

NAMES

Heels - Self

Heels - Others

Toenails - Self

Toenails - Others

25.

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3

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- 2



III. COORDINATION (Gross-Motor). Coordination is the elimination of unnecessary movements.

GOAL: To develop the ability to integrate several different kinds of movements into a single effective pattern.

A. LARGE MUSCLE WITH APPARATUS. Ability to use large muscles for activities in which apparatus is a primary factor.

GOAL: To improve motor efficiency when performing with apparatus.

1. Long Rope, Short Rope, etc. (See chart below).

- ☐ - Satisfactory performance (date)
- ☐ - Needs improvement

[illegible]

- GOAL: To provide each pupil with an opportunity to develop skill in fundamental movements with the ball.

- ## PROPELLING THE BALL



RECEIVING THE BALL

[illegible]

1. HAND AND FINGER DEXTERITY. The ability to manipulate objects and control hands and fingers with reasonable efficiency.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement



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2. EYE/HAND COORDINATION. The working together of the eyes and hands as a unit.

GOAL: To give the child the opportunity to use his eyes and hands as a team for inspection of perception (Getman & Kane).

- ☐ - Satisfactory Performance (date)
- ☐ - Needs Improvement

[illegible]

B. DYNAMIC BALANCE. Maintaining equilibrium while performing a locomotor task.

GOAL: To increase the ability to maintain equilibrium while engaged in locomotor activity.

- ☐ - Satisfactory Performance (date)
- ☐ - Needs Improvement

[illegible]

C. BALANCE WITH APPARATUS. Maintaining equilibrium while performing on apparatus.

GOAL: To increase the ability to maintain equilibrium while on apparatus.

- ☐ - Satisfactory Performance (date)
- ☐ - Needs Improvement

1. BALANCE BEAM

[illegible]

V. FITNESS. The ability of an individual to acquire enough resources to meet the demands of daily living, and sufficient reserves to withstand ordinary stresses without causing harmful strain.

A. **STRENGTH.** Strength is muscular power or force.

GOAL: To increase power of abilities.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

[illegible]

- ☐ - Satisfactory Performance (date)
- ☐ - Needs Improvement



C. ENDURANCE. The ability to sustain movement for considerable length of time.

GOAL: To increase the time he can use his existing strength.

- ☐ - Satisfactory Performance (date)
- ☐ - Needs Improvement

[illegible]

D. FLEXIBILITY. The ability to rotate joints fully.

GOAL: To promote the maximum range of movement:
stretching, swinging, swaying.

- ☐ - Satisfactory Performance (date),
☐ - Needs Improvement

[illegible]

VI. RHYTHMIC PERFORMANCE. The development of controlled movement with time as a major dimension.

GOAL: To incorporate body control and expressiveness.

A. HAND RHYTHMS. - To be able to produce a rhythmic pattern with his hand or the use of his hand.

- ☐ - Satisfactory Performance (date)
- ☐ - Needs Improvement

[illegible]

2

-

NAMES

C. OBJECT RHYTHMS. The ability to produce varying rhythms with objects.

GOAL: To increase the child's ability to produce varying rhythms with objects.

- ☐ - Satisfactory Performance (date)
☐ - Needs Improvement

NAMES

Sticking

Shaking

Clapping

Blowing

Flags

Pom-poms

Poles

D. DANCE. To rhythmically move the body in response to music using basic steps and combine them into dance.

GOAL: To develop creativity and culminate the rhythmic, locomotion and body awareness in a social setting.

1. FOLK DANCING. Traditional dances from other lands used in a planned pattern and sequence.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

NAMES

WALKING STEP

STEP HOP

STEP SWING

TWO-STEP

SCHOTTISCHE

POLKA

WALTZ

MAZURKA

2. SQUARE DANCING. Use of basic formations and patterns.
3. SOCIAL DANCE. Use of the dance situation to experience the social skills.

☐ - Satisfactory Performance (date)

☐ - Needs Improvement

1. Square Dance

2. Social Dance

NAMES

WALKING STEP

BALANCE

GRAND RIGHT & LEFT

ALLEMANDE LEFT

RIGHT & LEFT THRU'

PROMENADE

ELBOW SWING

DO-SI-DO

BOW AND CURTSY

MODERN DANCE

VII. RELAXATION. Relief from bodily activity.

GOAL: To be able to control the body in a relaxed state as well as an unrelaxed state.

- ☐ - Satisfactory Performance (date)
- ☐ - Needs Improvement

[illegible]